

**CENTRAL ELEMENTARY
SCHOOL IMPROVEMENT PLAN**

Year 2010 - 2011

Shannon Solomon

Responsible Person

Shannon Solomon

Contact Person

Approved Date:

11/29/2010

Members or Committee:

Cindy Brown

Belinda Lyles

Debbie McCully

Stephanie Wall

Valerie Baker

Shannon Solomon

2010 - 2011 SCHOOL IMPROVEMENT PLAN
Executive Summary
CENTRAL ELEMENTARY

Mission

Central Elementary strives to ensure that all students have the opportunity to learn in a safe, orderly, standards-based environment.

Needs Assessment

The needs assessment is aligned with the Kentucky's Standards and Indicators for School Improvement. The faculty analyzed the school as a whole and the CSIP was reviewed by the council, the district and presented to the public.

Goals

The faculty took part in a data analysis and needs assessment to determine goals. Strategies and activities were also determined in order for Central to achieve those goals. Student's strengths and weaknesses were analyzed and goals/strategies were completed to address student learning.

Evaluation

The SBDM will evaluate the plan three times a year with an Implementation and Impact Checklist. The Implementation and Impact checks are completed in the winter, fall and spring of each academic year.

Stakeholders

The principal, SBDM Council Members, certified staff members, instructional supervisor, and the parent representatives. Each committee and/or person is involved by participation through our strategies and activities.

Component: Learning Environment

Component Manager: Shannon Solomon

Last Updated: 11/22/2010

School: CENTRAL ELEMENTARY

Priority Need:

Goal:

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Benchmark

Measure	Date	Projected Data	Actual Data
% of students with major infractions	11/22/2010	153	
% of students referred to Jason Teague, Behavior Consultant	11/22/2010	0	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Jason Teague will serve a district behavior interventionist to assist with students with an IEP with behavior goals and to assist with behavior plans and interventions for students in Tier III.	Teague	8/9/2010	5/20/2011	\$0 No funding	IP	
2	Both	A Positive Behavior and Intervention System (PBIS) Team will attend 4 days of training (2 outside of school days and 2 during school days) in order to effectively implement PBIS school-wide. One representative from each grade level will serve on the team.	PBIS Team	8/9/2010	5/20/2011	\$1,000 PD	IP	
3	Both	School-Wide Information System will be purchased in order to track data and view progress of student discipline. Data will be used to make changes to our school-wide discipline program to ensure student success.	Solomon/Beller	8/9/2010	5/20/2011	\$250 Activity Funds	IP	
4	Both	PBIS Team will meet as a PLC on the last Monday of the month every month. Progress of PBIS program will be discussed and changes will be made based on teacher input and SWIS data analysis.	PBIS Team	8/9/2010	5/20/2011	\$0 No funding		
5	Both	A school-wide strike system will be implemented. A common referral system will be used. Conduct grades have been added to report cards based on the strike system. All parents and students have been informed of expectations through a common motto, parent letters and Conduct Contracts.	PBIS Team	8/9/2010	5/20/2011	\$1,500 Activity Funds	IP	
6	Both	Positive Praise Tickets are given to students as they display behavior of respect, responsibility and readiness. School-wide and grade level incentives are provided for those students who reach goals set for positive behavior.	PBIS Team	8/20/2010	5/20/2011	\$1,000 Activity Funds	IP	

Component: Math

Component Manager: shannon Solomon

Last Updated: 11/23/2010

School: CENTRAL ELEMENTARY

Priority Need:

Goal:

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Benchmark

Measure	Date	Projected Data	Actual Data
NCLB Report targets proficient	9/1/2010	100	
MAP test % proficient	12/20/2009	62	
Map test % proficient	4/20/2010	62	
Common Assmt. Each Unit	4/20/2010	62	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	PLC's will develop and fully implement Norms to address best practice in Math instruction. This includes: 1. Ensuring that the 4 sub-domains of Math are mastered. 2. Focus on Number computation and measurement. 3. Use of flexible grouping. 4. Mastery of Math facts appropriate to each grade level. 5. Frequent use of open response questions at correct DOK level. 6. Use of 10 minute math and/or daily math activities.	PLC Team Leader	1/1/2010	8/13/2010	\$0 No Funding \$0 No Funding		
1	Both	PLC's will develop and fully implement Norms to address best practice in Math instruction. This includes: 1. Ensuring that the 4 sub-domains of Math are mastered. 2. Focus on Number computation and measurement. 3. Use of flexible grouping. 4. Mastery of Math facts appropriate to each grade level. 5. Frequent use of open response questions at correct DOK level. 6. Use of 10 minute math and/or daily math activities.	PLC Team Leader	1/1/2010	8/13/2010	\$0 No Funding		
2	Both	A math Family Night will be held to provide parent communication and an opportunity for students to demonstrate their learning.	Brown	1/1/2010	8/13/2009	\$0 No Funding		
2	Both	A math Family Night will be held to provide parent communication and an opportunity for students to demonstrate their learning.	Brown	1/1/2010	8/13/2009	\$0 No Funding \$0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
3	Both	Formative and summative assessments will indicate that students are able to use pictures, words and numbers to support their mathematical strategies. Lesson plans will show instruction in use of pictures, words and numbers in math.	Brown	12/20/2009	8/13/2010	\$0 No Funding \$0 No Funding		
3	Both	Formative and summative assessments will indicate that students are able to use pictures, words and numbers to support their mathematical strategies. Lesson plans will show instruction in use of pictures, words and numbers in math.	Brown	12/20/2009	8/13/2010	\$0 No Funding		
4	Both	Additional staff will be employed to provide assistance and reduce teacher / student ratios in Math instruction at both primary and intermediate levels.	Biggers	8/13/2009	8/13/2010	\$0 No Funding		
4	Both	Additional staff will be employed to provide assistance and reduce teacher / student ratios in Math instruction at both primary and intermediate levels.	Biggers	8/13/2009	8/13/2010	\$0 No Funding \$0 No Funding		
5	Both	Continue the use of technology in math instruction including the use of calculators at all grade levels.	Brown	8/13/2009	8/13/2010	\$0 No Funding \$0 No Funding		
5	Both	Continue the use of technology in math instruction including the use of calculators at all grade levels.	Brown	8/13/2009	8/13/2010	\$0 No Funding		
6		Use MAP and Common assessment, as provided by District personnel, to monitor proficiency and target at risk students for all students and all subgroups. Provide research based tiered strategies to targeted students including Investigations, Fast Math and Iron Head Math.	Brown	8/13/2009	8/13/2010	\$0 No Funding		
6		Use MAP and Common assessment, as provided by District personnel, to monitor proficiency and target at risk students for all students and all subgroups. Provide research based tiered strategies to targeted students including Investigations, Fast Math and Iron Head Math.	Brown	8/13/2009	8/13/2010	\$0 No Funding \$0 No Funding		
7	Both	Our Investigation lead teachers will provide embedded P.D. and model best teaching practice with the Investigations program while assisting with instruction to reduce pupil/teacher ratios. This will allow monitoring if the Investigations instruction at all levels to improve fidelity of implementation.	Brown	8/13/2009	8/13/2010	\$0 No Funding \$0 No Funding		
7	Both	Our Investigation lead teachers will provide embedded P.D. and model best teaching practice with the Investigations program while assisting with instruction to reduce pupil/teacher ratios. This will allow monitoring if the Investigations instruction at all levels to improve fidelity of implementation.	Brown	8/13/2009	8/13/2010	\$0 No Funding		

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
8	Both	Encourage good attendance to increase instructional time by providing attendance awards and recognitions at regular rewards programs throughout the year. Encourage quality efforts and initiative to stay in school by reciting the school pledge each morning that, among other things, promises to "reach my goal to graduate from high school."	Brown	8/13/2009	8/13/2010	\$0 No Funding		
8	Both	Encourage good attendance to increase instructional time by providing attendance awards and recognitions at regular rewards programs throughout the year. Encourage quality efforts and initiative to stay in school by reciting the school pledge each morning that, among other things, promises to "reach my goal to graduate from high school."	Brown	8/13/2009	8/13/2010	\$0 No Funding \$0 No Funding		
9	Both	Central Teachers will participate in district wide grade level meetings throughout the year to align curriculum review common assessment data, and address key transition points among grade levels and schools.	Brown	8/13/2009	8/13/2010	\$0 No Funding \$0 No Funding		
9	Both	Central Teachers will participate in district wide grade level meetings throughout the year to align curriculum review common assessment data, and address key transition points among grade levels and schools.	Brown	8/13/2009	8/13/2010	\$0 No Funding		
10	Both	The Central Elementary SBDM Council will review current policies and amend/adopt policies to ensure the greatest likelihood that all students will meet the State's proficiency level of achievement on the State academic assessment.	Biggers	8/13/2009	8/13/2010	\$0 No Funding		
10	Both	The Central Elementary SBDM Council will review current policies and amend/adopt policies to ensure the greatest likelihood that all students will meet the State's proficiency level of achievement on the State academic assessment.	Biggers	8/13/2009	8/13/2010	\$0 No Funding \$0 No Funding		

Component: Math

Component Manager: shannon Solomon

Last Updated: 11/23/2010

School: CENTRAL ELEMENTARY

Priority Need:

Goal:

Benchmark

Measure	Date	Projected Data	Actual Data
% of Proficient and Distinguished reading students on the KCCT Test	11/22/2010	86.76	
% of Novice math students on teh 2011 KCCT Test	11/22/2010	4.40	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	STAR Math, Aims Web, Think Link (1-5), and Study Island (4-5) will be used to monitor and track student progress in math. This data will be analyzed during PLC Team meetings.	Solomon	8/9/2010	5/20/2011	\$0 district funded \$0 No Funding	IP	
2	Both	A flex time of 30-50 minutes a day (per grade level) will be built into the master schedule to allow for remedial instruction in which the students did not master. This time will be used 2 days a week for math instruction.	Solomon	8/9/2010	5/20/2011	\$0 No Funding \$0 No funding	IP	
3				1/1/0001	1/1/0001	\$0 No funding \$0 No Funding		
4	Both	Professional Learning Communities will meet every designated Tuesday afternoon to discuss current assessment data and research based strategies that will help to close the gap with students not meeting mastery.	Hill/McCully	8/9/2010	5/20/2011	\$0 No Funding \$0 No funding	IP	
5	Both	Teachers will meet with principal on the last Thursday of each month. They will meet during common planning time to discuss current progress made by their students academically and social/emotionally. Assessment data will be used to determine appropriate flex group placement.	Solomon	8/9/2010	5/20/2011	\$0 No funding \$0 No Funding	IP	
6	Both	To increase the rigor of the math curriculum, "Math in Focus" will be adopted and implemented in grades K-5.	Solomon	8/9/2010	5/20/2011	\$0 No Funding \$3,500 General Fund		
7	Both	A full-time certified teacher will be hired for the 2010-11 school year in order to reduce class size and facilitate enhanced learning in math skills, especially lower performing students.	Solomon	8/9/2010	5/20/2011	\$38,000 Title II \$5,500 General Fund \$0 No Funding	IP	

Component: Reading

Component Manager: Shannon Solomon

Last Updated: 11/23/2010

School: CENTRAL ELEMENTARY

Priority Need:

In May 2010, 4 out of 4 NCLB subgroups reached their NCLB Reading proficiency target as measured on the Kentucky Core Content Test.

Goal:

By May 2011, ALL NCLB subgroups will reach their NCLB Reading proficiency target of 80.23 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
NCLB Report target proficiency	9/1/2010	100	
3rd, 4th & 5th grade MAP	12/20/2009	74	
3rd, 4th & 5th grade MAP	3/20/2010	74	
NCLB Report target proficiency	9/1/2010	100	
3rd, 4th & 5th grade MAP	12/20/2009	74	
3rd, 4th & 5th grade MAP	3/20/2010	74	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
1	Both	Increase the amount of time for reading instruction by implementation of reading strategies across content areas. Also write about what is read in all content areas via: reading journals, Write Time for Kids (all grade levels), assistive technology and practice with real life open response answers.	Cummings	8/13/2009	8/13/2010	\$0 No Funding \$0 No Funding		
1	Both	Increase the amount of time for reading instruction by implementation of reading strategies across content areas. Also write about what is read in all content areas via: reading journals, Write Time for Kids (all grade levels), assistive technology and practice with real life open response answers.	Cummings	8/13/2009	8/13/2010	\$0 No Funding		
2	Both	Inform parents of student's reading level using MAP test results. Provide related recommendations to increase parent involvement. Collaborate with the Central Elementary FRYSC to hold "Family Reading Night" to assist parents with implementation of appropriate reading support in the home.	Cummings	8/13/2009	8/13/2010	\$0 No Funding \$0 No Funding		
2	Both	Inform parents of student's reading level using MAP test results. Provide related recommendations to increase parent involvement. Collaborate with the Central Elementary FRYSC to hold "Family Reading Night" to assist parents with implementation of appropriate reading support in the home.	Cummings	8/13/2009	8/13/2010	\$0 No Funding		
3	Both	Use parents, NHS and middle school volunteers to implement research based reading strategies including Great Leaps and computer based programs. Use these same volunteers to assist students with test taking vocabulary and strategies to reinforce what is taught in classroom instruction.	Cummings	8/13/2009	8/13/2010	\$0 No Funding \$0 No Funding		
3	Both	Use parents, NHS and middle school volunteers to implement research based reading strategies including Great Leaps and computer based programs. Use these same volunteers to assist students with test taking vocabulary and strategies to reinforce what is taught in classroom instruction.	Cummings	8/13/2009	8/13/2010	\$0 No Funding		
4	Both	The Central Elementary SBDM Council will review current policies and amend/adopt policies to ensure the greatest likelihood that all students will meet the State's proficiency level of achievement on the State academic assessment.	Biggers	8/13/2009	8/13/2010	\$0 No Funding \$0 No Funding		
4	Both	The Central Elementary SBDM Council will review current policies and amend/adopt policies to ensure the greatest likelihood that all students will meet the State's proficiency level of achievement on the State academic assessment.	Biggers	8/13/2009	8/13/2010	\$0 No Funding		

Component: Reading

Component Manager: Shannon Solomon

Last Updated: 11/23/2010

School: CENTRAL ELEMENTARY

Priority Need:

In May 2010, the percentage of students scoring Novice in Reading was .84 as measured on the Kentucky Core Content Test. In May 2010, the percentage of students scoring proficient or distinguished in Reading was 87.40 as measured on the Kentucky Core Content Test.

Goal:

By May 2011, the percentage of students scoring Novice in Reading will decrease by Met Goal for a total percentage of all students scoring novice in Reading of 1.88 as measured on the Kentucky Core Content Test. By May 2011, the percentage of students scoring proficient or distinguished will increase by 3.14 for a total percentage of all students scoring proficient or distinguished in Reading of 90.55 as measured on the Kentucky Core Content Test.

Benchmark

Measure	Date	Projected Data	Actual Data
% of Proficient and Distinguished reading students on the KCCT Test	11/5/2010	90.55	
% of Novice students in reading on the KCCT Test	11/5/2010	1.88	

GS No.	NCLB SB168	Strategy/Activity	Responsible Person	Start Date	End Date	Cost/Funding	I, IP, NI	Impact
2	Both	A flex time of 30-50 minutes per day (per grade level) will be built into the master schedule to allow for remedial instruction for skills not mastered. This time will be 3 days a week for reading instruction.	Solomon	8/9/2010	5/20/2011	\$0 No funding	IP	
3	Both	Reading Mastery/Corrective Reading has been purchased to use in grades K-3 to help RtI Tier 2 and 3 students.	Solomon	8/9/2010	5/20/2011	\$3,000 IDEA	IP	
4	Both	Professional Learning Communities (PLC's) will meet every designated Tuesday afternoon to discuss current assessment data and research based strategies that will help to close the gap with the students not meeting mastery.	Hill/McCully	8/9/2010	5/20/2011	\$0 No funding	IP	
5	Both	Teachers will meet with the principal on the last Thursday of the month for grade level PLC meetings. They will meet during common planning time to discuss current progress being made by their students in their academic and social/emotional areas. Progress in reading and math will be discussed using Aims Web and Think Link data to determine appropriate flex group placement.	Solomon	8/9/2010	5/20/2011	\$0 No funding	IP	
6	Both	STAR Reading, Aims Web, Think Link (1-5) and Study Island (4-5) will be used to monitor student progress. This information will be analyzed during PLC meetings.	Solomon	8/9/2010	5/20/2011	\$0 district funded	IP	